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GUIDING GROWTH IN HANDWRITING

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# Writing Better Each Day Recorder



Right-handed position



How to stand at the board



Left-handed position

This space is reserved for a sample of your writing. At the beginning of the year write a sentence and paste it here. Check back from time to time to note your improvement.

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#### THREE-POINT PROGRAM

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##### CONTENT AREA

This part of each page shows you how to write about the things that you see and do. Study these examples, so that you will know just how to make the letters well.

##### RECORDING AREA

A space has been left, so that you can write something in your recorder each week. This record will show how well you are learning to write as you go through the year.

##### DEVELOPMENT AREA

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This part of each page will help you to learn how to make your letters the right way. On other paper practice these letters and words.

#### HOW TO USE THIS BOOK

The direct instructions to the pupils are given in the Recording Area. The instructions in the Development Area are addressed as much to the teacher as to the pupil. Even when it is intended for the pupil, the teacher may need to interpret much of it.

This year you are going to learn more about writing. You will write about things you do and see. This book will help you.

#### EACH WEEK YOU WILL STUDY THIS WAY

1. Talk about the material in the Content Area at the top of the page.
2. Look at the bottom of the page in the Development Area to see what is to be emphasized.
3. On other paper practice writing these letters and words.
4. Record from the Content Area as you are instructed.

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COLUMBUS, OHIO

MY NAME

Here is my name.  
It is Jack Evans.

After practice on other paper: Answer dictation items 4 and 6 in this space.

This writing was done near the middle  
of the term. Can you write as well?

RECORDING AREA

4.

6.

*Point of Emphasis: Finding the starting point.*

DEVELOPMENT AREA

Teacher Directives:

Finding the starting point in writing at the beginning of the year is the concern of every teacher. Some teachers are inclined to overestimate the ability of the children and will present units of writing beyond their comprehension.

Many children at this time of year will not be able to recognize all of the letters. They may be able to write them from the teacher's chalkboard demonstrations. If the mental picture is not clear, the class may not be able to write from dictation.

Little tests on single letters, groupings of letters, short words, (teacher may spell the words for children if necessary) figures, and the child's name may be given. This will acquaint the teacher with the various abilities in her class and she will know how to proceed according to their capabilities.

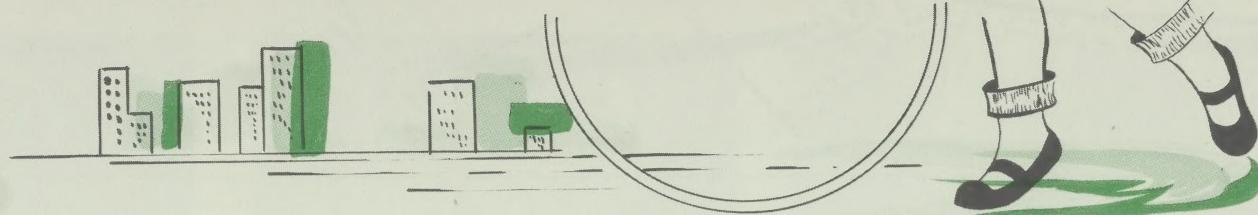
Listed here is a sample test. The teacher may make any changes she wishes. She should devise short tests similar to this one and give them frequently. Having a basic understanding of letters will hasten progress and insure continuous growth. This is an important factor in child development.

Teacher Dictates:

1. Make the letters **o, a, c, and e** with full curves.
2. Make the letters **b, k, h, and f** with straight lines.
3. Make the letters **q, g, j, and y**. (Watch the length of lower stems and curves.)
4. Dictate by spelling—**a-r-e, o-n-e, t-h-e, and s-e-e.**
5. Write figures—**2, 4, 5, and 6.**
6. Write your first name.

This test may be a part of two lessons as some children move very slowly at this time of year.

Do you know all of the letters of the alphabet? Do you remember how to make each one? Your teacher will give you a brief test to see how well you can make some of the letters.



## WORDS WITH ROUND LETTERS

CONTENT AREA

o a c e can one

eat not ten to two

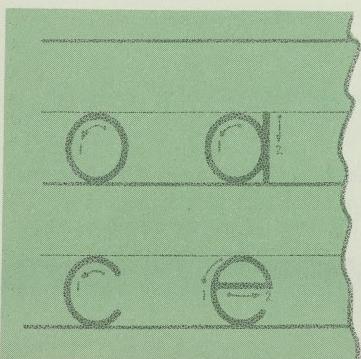
After practice on other paper: In this space write the seven words given above. You may add some other words that have o, a, c, or e in them or use this extra space to record each of the round letters.

RECORDING AREA

DEVELOPMENT AREA

Point of Emphasis: Making o, a, c, and e, round.

How are these letters alike? How are they different? The little numbers tell you which part to make first. The arrows point the way and show the starting point. Practice the letters, then the words. Write sentences like the one below.

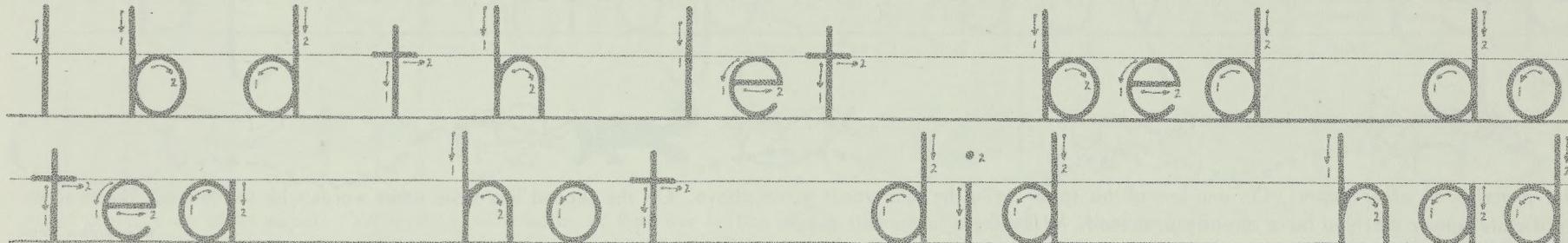


Ned can count.



### WORDS WITH TALL LETTERS

CONTENT AREA



After practice on other paper: Make five strong strokes on the line below and watch for even spacing. Then finish the first line with these tall letters.  
You may use the extra space to record the words with tall letters.

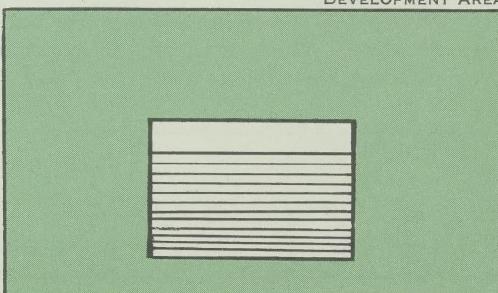
RECORDING AREA

**Point of Emphasis:** How tall to make **l, b, d, h, and t**.

How tall is **t**? How tall are the other four letters? Which part of **b** do we make first? Which part of **d**? Where do we start the circles? Pull these stick-letters towards the center of your body, so that they will be strong and straight. The little numbers tell you which part to make first. The arrows point the way and show the starting point.



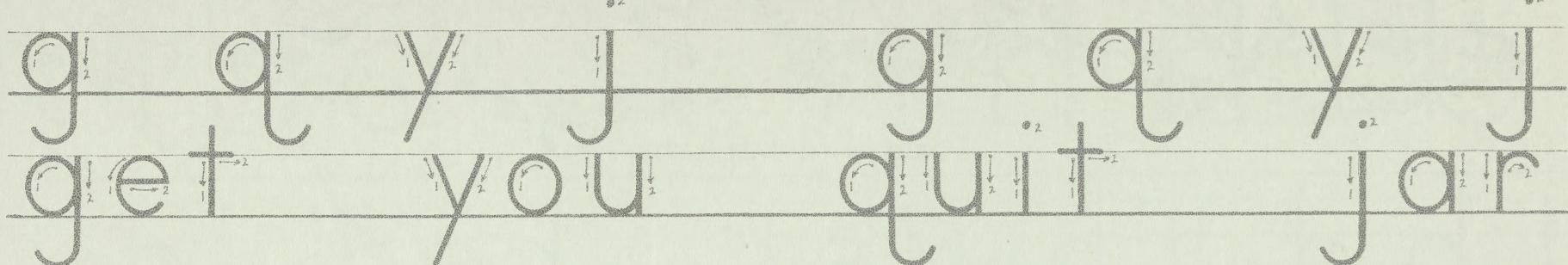
DEVELOPMENT AREA



Position of paper.

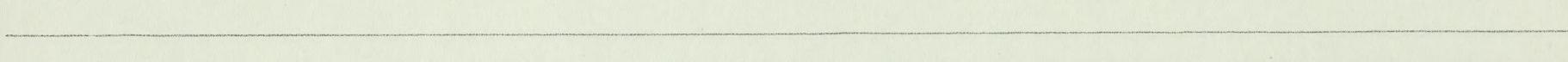
# SOME TAIL LETTERS AND THEIR USE IN WORDS

CONTENT AREA



After practice on other paper: On one line of this space write the four words given above. On the second line write other words with tail letters. The teacher may dictate letters that you have already practiced. Write these in the last space.

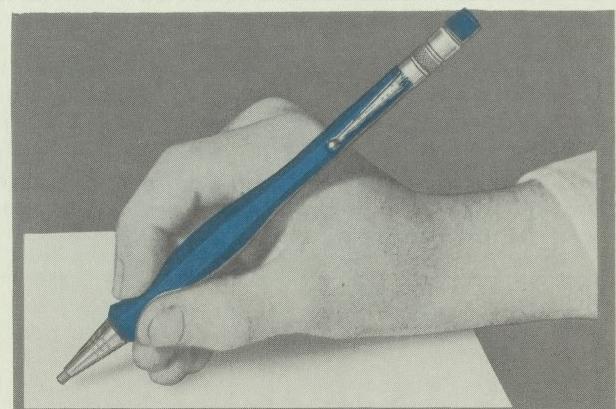
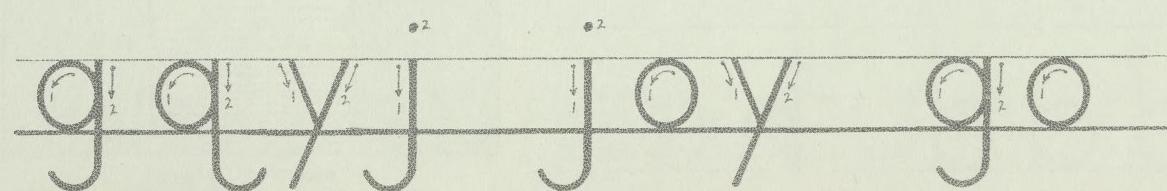
RECORDING AREA



**Point of Emphasis:** How to make tail letters **j**, **g**, **q**, and **y**.

DEVELOPMENT AREA

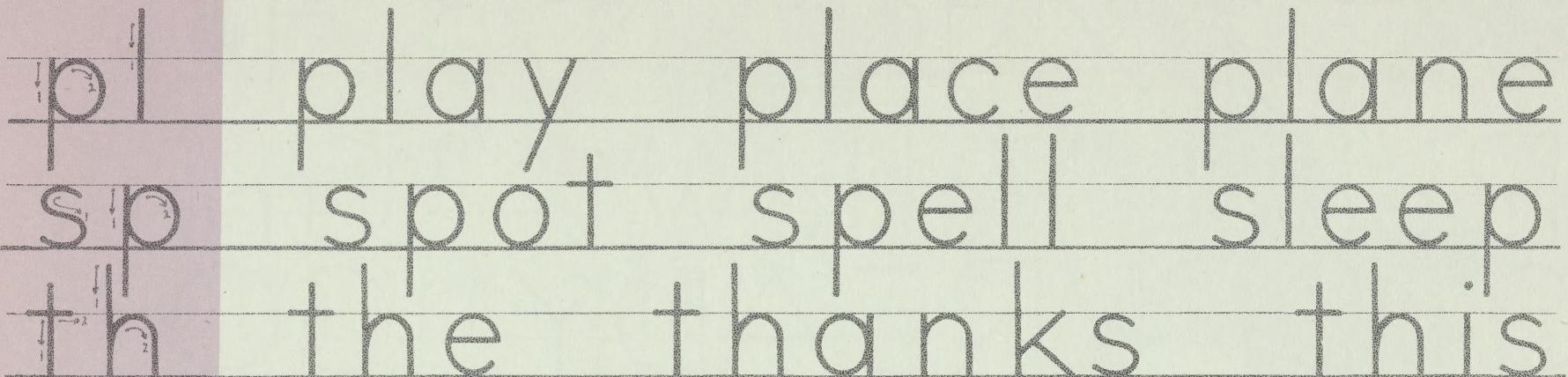
Which tail letters are alike at the bottom? At the top? How high are the top parts? How long are the tails? Which part rests on the dark line? Hold your paper straight. Pull the tails down as you practice these letters and write these words.



How to hold your pencil.

## HIGH AND LOW LETTERS

CONTENT AREA



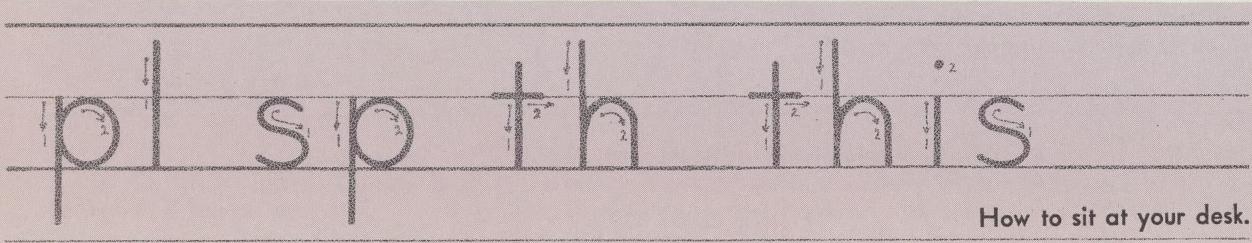
After practice on other paper: Write these nine words as they are written above. Did you put each on the right line?

RECORDING AREA

Point of Emphasis: Differences between round, tall, and tail letters.

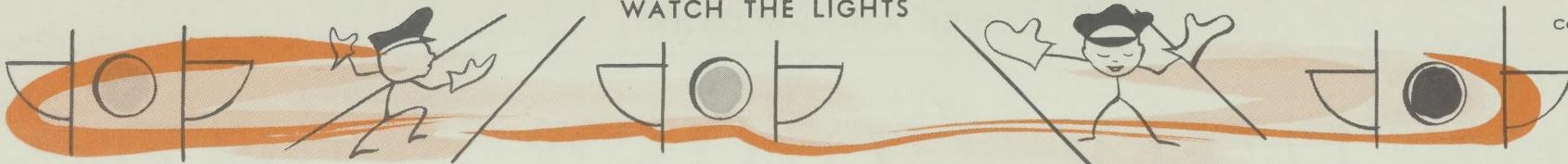
DEVELOPMENT AREA

Where does **p** start? How much is above the dark line? How much is below it? Is **p** as tall as **I**? Is **t** as tall as **I**? Practice these pairs of letters, then write the words that are given at the top of the page. Can you find any spelling words that have these round, tall, and tail letters in them?



How to sit at your desk.





WATCH THE LIGHTS

CONTENT AREA

Red Yellow Green  
STOP READY GO

After practice on other paper: In this space write these traffic words. Add other safety words to the list, such as **walk**, **wait**, and **slow**.

RECORDING AREA

Point of Emphasis: Size and form of the capital letters **S**, **R**, **G**, **O**, and **Y**.

DEVELOPMENT AREA

Do you watch the traffic lights when you cross a street? What does Red tell us to do? Yellow? Green?

S

Can you make a good capital S? It may help you to make some big circles first. Now make an S in each circle like the example. Where does O start?

S

S

S

S

S

R

Do you see the flat part of R? Where does the slant line start?

G O

How is G different from C?

How is O like G?

Y

How are capital Y and small y different?



CONTENT AREA

I am a ghost  
I am a witch.  
I am a cat.

After practice on other paper: In this space write a sentence telling how you are going to dress for Halloween. **I am a cowboy.**

RECORDING AREA

Point of Emphasis: Form of the capital letter I and spacing between letters.

DEVELOPMENT AREA



Halloween is a time when children really enjoy working with their hands. Cutting out all kinds of Halloween objects, writing their names, and enjoying the season can all be made an interesting part of this lesson.

Why are letters in words carefully placed? Write the Halloween sentences. Did you place your letters carefully in the words? Did you leave more space between words? Are your capital I's straight and strong? Which part of I is made first? Which part last?

## WAYS WE TRAVEL

CONTENT AREA

auto



bus

train

boat

taxi

plane



After practice on other paper: Write a sentence telling how you like to travel.

Example: I like to travel by auto.

RECORDING AREA

I n U U U

\* 2 \* 2

\* 2 \* 2

\* 2

\* 2

Point of Emphasis: Form of the small letters n, u, i, and x.

DEVELOPMENT AREA

Have you ever traveled by train? By plane? By boat? Write these words which tell us ways that we can travel. Two letters u and n are alike when you turn your paper upside down. Can you tell how they are alike? Did you make each letter round at the right place? Did you make two strokes for each one like the examples? You will make a better curve at the top of n if you set your pencil halfway up the stick and retrace up a short distance before curving over the top to the right.

\* 2

Where do you dot the i?

\* 2

\* 2

\* 2

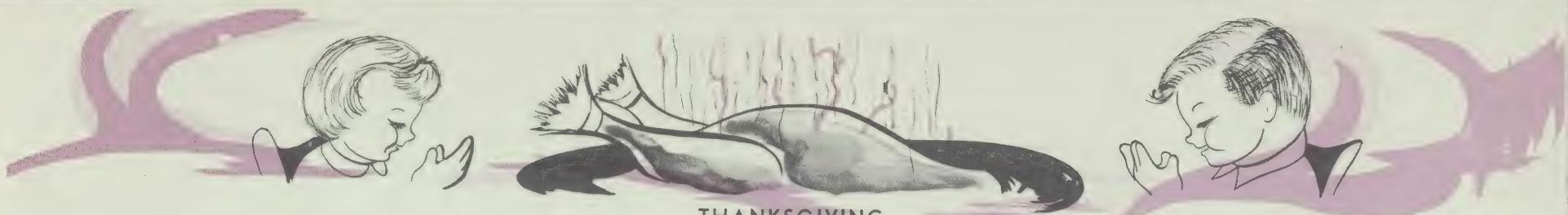
Where do the lines for x cross?

\* 2

\* 2

\* 2

\* 2



THANKSGIVING

CONTENT AREA

We thank Thee for  
all good things.

After practice on other paper: In this space list the good things you are thankful for.

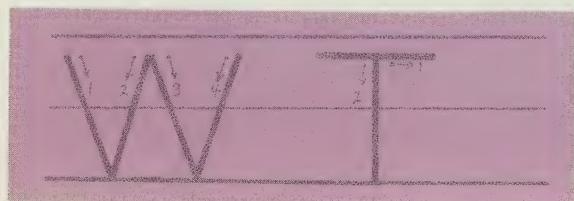
RECORDING AREA

Point of Emphasis: Size and form of the capital letters **T** and **W**. Finger spacing between words.

DEVELOPMENT AREA

Why do we use capital **T** in the word **Thee**? Which part of **T** is made first? Keep your paper straight on your desk so you can make the second part straight and strong.

Do you see the little arrows on capital **W**? They tell you which way to make your pencil go when you make this letter. After you have learned to make these capital letters and have written the sentence, list some **good things** you are thankful for. Can you put your first finger between the words in the sentence without covering any of your writing? If you can, your spacing is correct.



## WHERE IS MY BALL?

CONTENT AREA

on

under

behind



chair

table

desk



After practice on other paper: In this space write parts of sentences that tell where the ball might be, such as **on the chair**.

RECORDING AREA

Point of Emphasis: Spacing between letters and words.

DEVELOPMENT AREA

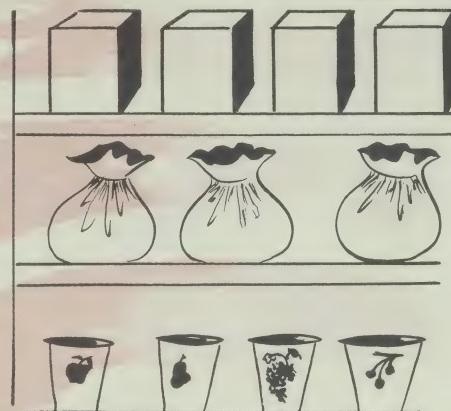
On the chair

Use these words to tell where your ball might be. Can you make other phrases using such words as **in**, **over**, **around**, and **off**? Write the phrases on practice paper. Now test your spacing between words. Are your letters in words too close together?

## HOW WE BUY

CONTENT AREA

box of cakes  
bag of beans  
jar of jelly



After practice on other paper: Make complete sentences out of these phrases. Write one or two of your sentences in this space.

RECORDING AREA

Point of Emphasis: Form and size of the small letters f, j, and k.

DEVELOPMENT AREA



A can



A sack

f k j

What is sold in a can? What is sold in a sack? Write the above ways that we buy food and clothing. Now put your paper close to the example. Did you make your f's tall enough? Where does the cross come? Look at the k very carefully. Are the slant lines too tall? Did your j go below the line?



POLITE THINGS TO SAY

CONTENT AREA

Please.                  Excuse me.  
Thank you. Pardon me.

After practice on other paper: In this space write sentences beginning with **Please** and **Excuse me**.

RECORDING AREA

*Point of Emphasis:* Where to start the capital letters **P** and **E**.

DEVELOPMENT AREA



Do you know when to say these polite things? Do you like to have people say them to you? Write these polite words on your paper. Did you make clear capital letters? Which parts are made first? Do you see the flat parts of **P**?

Make up some sentences using these polite words. Write them in your best manuscript writing.



CONTENT AREA

Christmas is here.  
It brings us cheer.

After practice on other paper: Write the names of some toys here. Try to use words that have an **r** or an **s** in them.

RECORDING AREA

Point of Emphasis: The small letters **s**, **r**, capital letter **C**, and rhyming words.

DEVELOPMENT AREA

Write the names of toys and gifts that have an **r**, **s**, or a capital letter **C** in them. What are the rhyming words? Write them. Write this jingle. Now look at your **r**'s and **s**'s. These examples will help you to see whether you have made yours correctly.

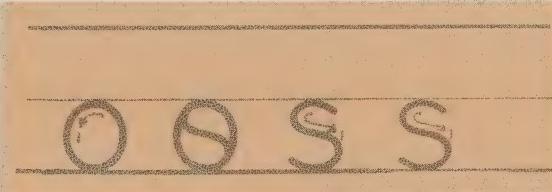
**r - r - s - C C C C**

I am a star. I hide  
the other stars. I shine  
each day. I am your  
only day star.

After practice on other paper: Write three short sentences telling what the day star is. Put your sentences in this space.

RECORDING AREA

DEVELOPMENT AREA



O S S S

*Point of Emphasis:* How to make a good small letter s.

If you can't make a nice round s, make a few circles first. Now make some s's inside the circles. Make some without circles. Write some of the words that have s's in them.

OUR STORE

CONTENT AREA

We are making  
price tags for our  
store. 2¢ 5¢ 10¢ 7¢



After practice on other paper: Write the figures here from 1 to 10. Now write the sentence about price tags.

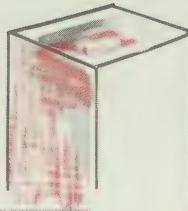
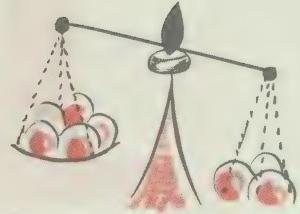
RECORDING AREA

Point of Emphasis: The form and size of well-made figures.

DEVELOPMENT AREA

Which figures are a little taller than the others? Which figures go below the line a little? Some figures start alike. Can you name them?

1 2 3 4 5 6 7 8 9 10 + - = ¢



milk

butter

eggs

dozen

quart

pound



After practice on other paper: Make up sentences about how food is sold. Write two or three of your best sentences here.

RECORDING AREA

q u z

Point of Emphasis: How to make the small letters q, u, and z.

DEVELOPMENT AREA

Do you go to the store for your mother? How do you ask for milk, butter, or eggs? Write the above words that tell how food is sold. Did you put the right kind of tail on q? Is your z like the example? Does your u have a round turn at the bottom?



WHERE IS IT?

CONTENT AREA

Air is all around us.  
We need fresh air to  
live.

After practice on other paper: In this space write the sentences about air.

RECORDING AREA

Point of Emphasis: Study the capital letter A and the small letters a and e. Spacing between stick-letters.

Do you like to play out of doors in the fresh air? Write the word Air. Now put your letter A close to the example. Is yours too wide? Too narrow? Did you put the cross in the right place? Practice a few letters to help you improve. Perhaps you know some boys and girls whose names begin with A. Write the sentence about air.

Select the groups of stick-letters in the content area and practice them for correct spacing.

A ale

DEVELOPMENT AREA

ir ail air

We plan our work;  
We plan our play;  
Then we have  
A happy day.

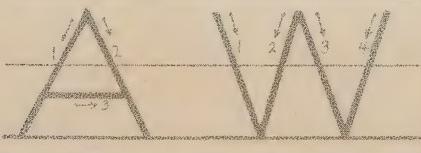


After practice on other paper: In this space write the first two lines of the verse.

RECORDING AREA

Point of Emphasis: How to make the capital letter A. How to arrange poetry.

DEVELOPMENT AREA



Read this little verse. Do you plan your day? What kind of letter begins each line of the verse? Practice writing the above. Did you start on a new line? Did you keep the beginning of each line straight down the page?

Put your capital A close by the side of the example. Is yours too wide? Is it too narrow? Did you put the crossbar at the right place?

Do you know some boys and girls whose names begin with A? Write A happy day.



Fix-it, the shoe man,  
is my good friend. He  
fixes my shoes.

After practice on other paper: On the lines below write the sentences to show that you know how to leave a little space between sentences.

RECORDING AREA

DEVELOPMENT AREA

*Point of Emphasis:* The form of the capital letter F and spacing between sentences.

Which part of F is made first? What is the difference between strokes two and three? Practice F by writing some names. Also practice making capital F. This example will help you.

Write the paragraph. Did you leave a little extra space before you started the second sentence?

F F F F F

June has a pretty  
parakeet. It says,  
"Sweet June. Where's  
June?"



After practice on other paper: Write about June's pet here. Did you put in all of the marks of punctuation?

RECORDING AREA

J , " " ?  
Yes

Point of Emphasis: How to make the capital letter J and punctuation marks.

DEVELOPMENT AREA

Have you a pet? Do you like June's pet? Write about her pet. Put your capital J close to the example. Do you know some boys and girls whose names begin with J? Do you have a well-rounded turn at the bottom of your J? Is the top straight and strong?

Do you know how to make periods, commas, apostrophes, and quotation marks? When are they used? Discuss this with your teacher.



MY RULER



CONTENT AREA

My ruler is one foot  
long. One foot is  
twelve inches.

After practice on other paper: Write the paragraph here about **My Ruler** and show that you can arrange your work nicely on a page.

RECORDING AREA

**Point of Emphasis:** Capital **M** and spacing between letters, words, and sentences.

DEVELOPMENT AREA



Can you make a good capital **M**? Study the example to see which parts are made first. After you make strokes 1 and 2, put a dot halfway between them on the baseline, so that you will know where to pull strokes 3 and 4. Make several capital **M**'s. How tall should they be?

Write the paragraph. Hold your paper up, so that you can get a good look at it. Are your letters too close together in words? Is there room for a small **o** between your words? Did you leave a little extra space between the sentences?



NEAR AND FAR

CONTENT AREA

The airplane is big  
on the ground. In the  
air it looks small.

After practice on other paper: Write the paragraph about **Near and Far** here. Put a check mark over each **b**, **p**, and **g** that you have made correctly.

RECORDING AREA

b p g

Point of Emphasis: Small letters **b**, **p**, and **g**.

DEVELOPMENT AREA

Have you ever visited an airport? Why does an airplane look smaller in the air?  
Write about an airplane. Now look at your **b**, **p**, and **g**. Then look at the examples to see where you need to improve yours. Choose some words from above for practice in placing the circle and stick parts correctly.



IMPORTANT HELPERS

CONTENT AREA

Here comes the fire  
engine. The firemen  
are riding on it.

After practice on other paper: Write the paragraph about the firemen here. Put a circle around your best r.

RECORDING AREA



Point of Emphasis: Small letters **m** and **r**. Height and size of the capital letter **H**.

How many pull-strokes does **m** have? How many times does it touch the line? Write **comes**, **firemen**, and some words from your spelling book that have an **m** in them. Make each part of the letter with a good strong pull-stroke. How are **m** and **r** alike?

On other paper write words that have an **r** in them. Did you make a round top on each **r**? Does the top of the **r** look like the top of a circle? Did you make each in two strokes?

Which part of **H** is made last?

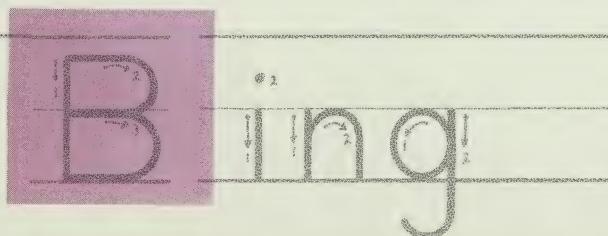
DEVELOPMENT AREA



Birds use their  
beaks to get their  
food.

After practice on other paper: Write words that tell other ways in which birds use their beaks, such as eating and fighting.

RECORDING AREA



*Point of Emphasis: Capital B and ing endings.*

In what other ways do birds use their beaks? Write sentences telling these ways. Begin each one with Birds. Now change the sentences to use ing words.

Put your capital B's close to the example. Did you make flat parts on your letter? Which part is larger than the other?

DEVELOPMENT AREA



## OUR TRIP TO THE PARK

CONTENT AREA

Our class went to  
the park. We fed the  
squirrels.

After practice on other paper: Write the above sentence here, or write the sentences your class made instead of these.

RECORDING AREA

I f h k

DEVELOPMENT AREA

Point of Emphasis: Combinations of letters **th**, **qu**, **rk** and small letters **i**, **f**, **k**, and **h**.

What else would you see in a park? What else could you do in a park? Write the sentences above. Make up more sentences about a visit to a park.

Now look at these four letters to see just how they are made. Look at these letters on your paper. Are there any of your letters that need more practice? Practice the ones you are not making just right.



OUR FAMILY TAKES A TRIP

CONTENT AREA

Daddy showed us  
his road map. He  
marked our best way.

After practice on other paper: Arrange your writing like that shown above.

RECORDING AREA

Point of Emphasis: Capital D and how to make it. Spacing between words.

DEVELOPMENT AREA

Make a capital D. Put yours close beside the example. Is yours large enough? Is it wide enough?  
Did you make it flat on the top and bottom?

Do you know the names of some places that begin with capital D? Some people?

Write the paragraph above in your best manuscript writing. Did you make a good capital D? Does  
your finger fit between the words?

D D D

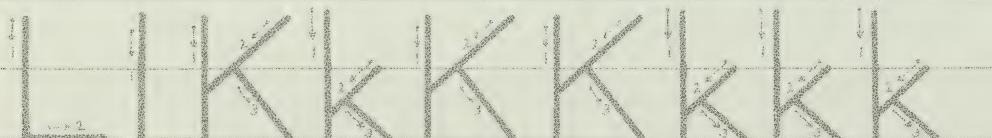
Dear Miss Lane,  
May our class  
visit the library soon?



Sincerely,  
Elaine Knox

After practice on other paper: In this space write as much of the letter as you have room for. Did you put the punctuation marks in? Did you make capitals where they should be made?

RECORDING AREA



DEVELOPMENT AREA

Point of Emphasis: How to make the capital letters L and K.

How are these capital letters different from the same small letters?



AT THE AIRPORT

CONTENT AREA

We saw a plane  
take off Zoom, zoom,  
it went!

After Practice: Here is the place to show how well you can write this paragraph.

RECORDING AREA



Point of Emphasis: Form of the capital letter **Z** and small letter **z**.

DEVELOPMENT AREA

Write the words **Zoom** and **zoom**. Why does one word begin with a capital, but not the other one? How are these letters different? Write the paragraph about the airplane. Did you put the punctuation marks in the right places? Can you write other sentences about planes? Start the exclamation point above the middle line.



CONTENT AREA

Yanko, the clown, did  
tricks at the circus.  
What a big laugh!

After practice on other paper:

In this space write some of your sentences about Yanko.

RECORDING AREA

Point of Emphasis: Use of the capital letters Y and W. Small letter w.

DEVELOPMENT AREA



Make some capital Y's. Look at the examples shown here. Are your letters wide enough at the top? Did you put the foot on the right line? In the circus story notice that the Y stands on the same line as the a and n in Yanko's name. Write the story about Yanko. Make up some sentences telling about Yanko's tricks.

Do your w's look like these at the left? Did you make each stroke with a downward motion? See the arrows.

A LETTER TO MY UNCLE

CONTENT AREA

Dear Uncle Victor,

Thank you for the  
cowboy suit.

Love,



Ned

After practice on other paper: Write Uncle Victor and Ned here. Perhaps you would like to paste your thank-you letter here.

RECORDING AREA

U u N n V v

Point of Emphasis: Capital and small letters U, u - N, n, and V, v.

Do you see how capital **U** and small **u** are alike? How are they different? How are the two **v**'s different? Which part of capital **N** is made last?  
Write this complete thank-you letter on your practice paper.

DEVELOPMENT AREA

MY UNCLE'S ADDRESS

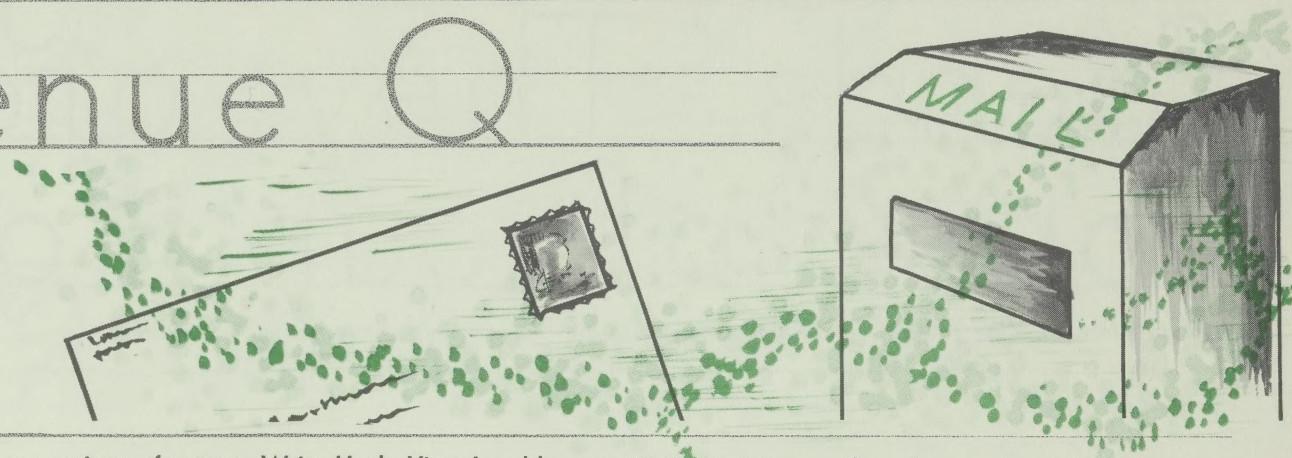
CONTENT AREA

Mr. Victor K. Zeller

106 Avenue Q

Xenia

Ohio



After practice on other paper: Draw an envelope on a piece of paper. Write Uncle Victor's address on it. Paste your envelope here.

RECORDING AREA



Point of Emphasis: Capitals Q and X.

DEVELOPMENT AREA

These capitals should be easy for you because they are so much like some other letters which you have learned to write. What letters are they like?

## OUR FRIENDS

CONTENT AREA

Farmers are good  
friends. They grow  
some of our food.



After practice on other paper: Write the sentences to show how well you have learned to write.

RECORDING AREA

DEVELOPMENT AREA

Point of Emphasis: Evaluation and checking with scale. The form of the capital letter F and spacing between sentences.

After you write these sentences, hold your paper up to the handwriting evaluation scale. Have you learned to write well? Can you write as well or better than the sample shown on page one of this book? If you can, you are ready to learn cursive writing.

Can you name some foods that come from farms? Can you name some different kinds of farms? Before you write this paragraph about **Our Friends**, write some of the foods they grow for us. Practice making capital F also. This example will help you.

Write the paragraph. Did you leave a little extra space before you started the second sentence?



Compare the cursive letters with your manuscript letters.

Aa Aa Aa Bb Bb Cc Cc

Dd Dd Dd Ee Ee Ff Ff

Gg Gg Hh Hh Ii Ii

Jj Jj Kk Kk Ll Ll

Mm Mm Mm Nn Nn

Oo Oo Pp Pp Qq Qq

Rr Rr Ss Ss Tt Tt

Uu Uu Vv Vv Ww Ww

Xx Xx Yy Yy Zz Zz

1 1 2 2 3 3 4 4 5 5 6 6 7 7 8 8 9 9 10

W

R

N

T

A

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2

NAME

